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NEWS AND NOTES

PROGRAM OF THE SECOND ANNUAL MEETING OF THE NATIONAL COUNCIL

Arrangements for the meeting of the National Council of Teachers of English in Chicago, November 29 and 30, are nearing completion. Headquarters have been reserved at the Auditorium Hotel, Michigan Avenue and Congress Street, and all the sessions will be held there. The principal audience room will seat 800, and it is confidently believed that this will be filled on Friday and Saturday mornings. The indications point to a very large enrolment.

More than 40 speakers are named in the program. Since each subscriber to the *Journal* will probably receive a copy of the first edition of it before this account can reach him, it is unnecessary to print it in full in this connection. Hence only a résumé is given.

The Board of Directors will meet Thursday evening at 8 o'clock. The first general session opens at 9:30 Friday morning with President Scott's address, which will be followed by the appointment of committees and by Mr. Noyes' report on "Articulation," Mr. Hosis's on "Types of High-School Courses," and Miss Buck's on "Plans for Undertaking a Revision of Grammatical Terminology." The sections meet at 2 o'clock Friday afternoon. The Elementary Section will consider grammar and composition, the chief speakers being James H. Harris of Dubuque, Iowa, Walter Barnes of Glenville, West Va., Isabel McKinney of Charleston, Ill., and Lemuel R. Brown of Cleveland, Ohio. The Secondary Section will consider Mr. Bates' report on a list of books for home reading and the following: "Modern Literature in the High School," presented by Mary D. Spalding of St. Louis; "A Loose-Leaf Textbook in English Literature," by Caroline E. Britten of Jackson, Mich.; "Dramatic Work," by Allan Abbott of Horace Mann School; and "Business English," by Marion Lyons of Chicago. The College Section provides two topics—"Oral English" and "Preparation of Instructors." Professor Clapp of Lake Forest will read a paper on the former and the discussion of the latter will be opened by Professor Greenough of Harvard University. He will be followed by Dr. Manley of the University of Chicago, Dr. Alden of Illinois University, Dr. Lewis of Lewis Institute, Pro-

fessor Spencer of Lawrence College, Professor Mims of Vanderbilt University, and others. The meeting of the Normal Section will open with a report by Dr. Blount of Ypsilanti, Mich., on "What English Work Is Required by the Normal Schools of High-School Graduates Preparing to Teach in the Elementary Schools." Her statement will be followed by a general discussion led by Dr. Owen of Chicago, Mr. Hinch of Cheney, Wash., Mr. Pittenger of Indiana University, and Mr. Lynch of Iowa State Teachers College. Public Speaking will be presented as follows: "The High-School Course," Paul M. Pearson, Swarthmore, Pa., and Bessie Camburn of Mt. Clemens, Mich.; "Relation of the High-School Course in Public Speaking to the Other English Studies," C. R. Rounds, Milwaukee; "Relation of the College Course in Public Speaking to the Other English Studies," S. H. Clark, the University of Chicago; "An Oral English Test for Entrance to College," Elvira D. Cabell, Chicago Teachers College.

The annual dinner will occupy the evening of Friday. The program will consist of an address by a prominent educator or of a series of toasts. The closing session on Saturday, beginning at 9 o'clock, will be occupied with business, the reports of Professor Hopkins on "Labor and Cost of Composition Teaching" and of Professor Coulter on "Equipment," and a paper on "Sorting College Freshmen" by Professor Boynton of the University of Chicago.

The members of the Council will certainly do all in their power to extend the notice of this excellent program. Teachers of English can well forego many other pleasures and opportunities for the sake of being in Chicago at the Council Meeting. Let every loyal brother do his duty.

THE ARTICULATION OF THE ELEMENTARY AND HIGH-SCHOOL COURSES IN ENGLISH

In the belief that the transition from the elementary school to the high school is often needlessly difficult, the National Council of Teachers of English has recently appointed a committee on the articulation of the elementary and high-school courses in English. The investigation conducted by this committee is not directed primarily toward the interests of either school alone, but aims at a better adjustment between the two. Its purpose is to discover just what courses in English are best suited to the needs of the child in each stage of his development.

All high-school teachers of English, teachers in elementary schools,

principals, and supervising officers are earnestly requested to give the committee the favor of their assistance by answering as definitely as possible the following questions. If you are willing to help, get others to aid you in supplying the information without which the committee cannot do its work. If you cannot follow the questions in detail, will you not send a letter giving freely all the information at your command, together with your opinions on the subject? Copies of the questions will be sent upon request. Address the member of the committee nearest you.

QUESTIONS

(All answers are presumed to apply to the school system with which the writer is connected.)

Printed courses of study will be gratefully received.

- I. A. What does the course of study in English for the three years immediately preceding the high school include under: (1) Composition (*a*) oral, (*b*) written; (2) Reading and literature. Name the classics studied. (3) Grammar or language?
B. What does the first year of the high-school course include under the heads above?
C. Is either course ill adapted to the needs of pupils for whom it is intended?
D. To what extent have college-entrance requirements influenced the high-school course in the first year? Above the first year?
- II. Is the articulation between the courses of the two schools satisfactory or unsatisfactory?
- III. If articulation is unsatisfactory, is the defective joining of the two courses noticeable in: (*a*) Reading and interpretation of literature? (*b*) Oral and written expression? (*c*) Grammar? (*d*) General mental habits? (*e*) Other respects?
- IV. Is such imperfect adjustment the result of: (*a*) Defects in the curriculum or the methods of the elementary school? (*b*) Unreasonable demands on the part of the high school? (*c*) Differences in methods of teaching in the two schools? (*d*) Unnecessary repetition of work due to a lack of correlation of the two courses? Please state specifically just what work is repeated under each head. (*e*) Any other cause?
- V. A. What value should you assign to any of the following as remedies for imperfect articulation: (1) Assignment of the most experienced high-school teachers to first year classes? (2) Departmental teaching in the elementary school?
B. Have you any suggestions for increasing co-operation between the teachers of the two schools?

- C. Can you offer any other plans for making the transition from the elementary course in English to the high-school course less difficult?
- VI. For the best interests of pupils at each period of their progress, (a) Just what literary classics should be taught in the elementary school? What in the first year of the high school? (b) What ground in grammar should be covered in each school? In what year of the high-school course should grammar be studied, and why? (c) What should be done in each school in composition, oral and written? (d) Which of the divisions of English mentioned above should receive the most emphasis in each school? (e) What differences in methods of instruction in English, if any, should be observed in the two schools? (f) Can you name any other ways in which the course in English in either school should be supplemented or modified in the interests of the pupils?
- VII. Have the courses of the elementary and high schools been constructed and correlated under the supervision of one person or group of persons, or have they been framed quite independently?
- VIII. Any additional information or opinions bearing on the problem of articulation will be heartily welcomed by the committee.

SARAH J. McNARY, State Normal School, Trenton, N.J.

THEODORE C. MITCHILL, Jamaica High School, New York.

J. W. SEARSON, State Agricultural College, Manhattan, Kan.

JAMES B. SMILEY, Lincoln High School, Cleveland, Ohio.

ERNEST C. NOYES, *Chairman*, Fifth Avenue High School, Pittsburgh, Pa.

Committee

ORGANIZATION OF HIGH-SCHOOL ENGLISH

The National Council committee on the high-school course has prepared a circular which includes a letter to principals, a tabular form to be filled in, and the following questions:

1. How many pupils recite English daily? Length of periods?
2. Number of teachers full time? Number part time? What else do the latter teach?
3. How do you test the efficiency of your English course?
4. What is the chief obstacle to complete success?
5. Do composition, grammar, literature, and oral expression constitute a single course? With no division of credits? If not, please explain your plan.
6. In what way and to what extent is the work in composition (including rhetoric) correlated with the study of literature and the history of literature?
7. What proportion of the assignments in composition are based upon the pupil's knowledge and experience apart from his reading?
8. How are oral composition and the writing of themes related?

9. What provision is made for oral reading, public speaking, training in pronunciation, etc.?

10. Is student criticism of written work employed? How?

11. Do teachers keep conference hours? Have you a "laboratory" plan? What is it?

12. If you have a school paper please send sample copies. How is it conducted? Do you provide any other similar opportunities for practical experience?

13. What work in English grammar do you require?

14. How are the grammar studies related to the pupils' compositions?

15. What work in spelling, punctuation, and other mechanics of writing do you require?

16. What is your basis of (a) choice and (b) arrangement of classics?

17. What use do you make of the Uniform (or other) College-Entrance Requirements?

18. What study of the history of literature (a) American, (b) English, do you require?

19. How do you teach mythology?

20. How do you direct the reading of modern and current literature (books and periodicals)?

21. How and for what purposes do you employ dramatization and the art of acting? Literary clubs? The school library?

22. How do you secure satisfactory co-operation on the part of teachers of other subjects?

23. In what way is your course determined by your local conditions?

24. Please add other suggestions which would aid the committee. The committee would like information as to new courses, experiments, elective classes, adaptation to local conditions, etc. Send material to the *English Journal*.

THE CHICAGO ENGLISH CLUB

The October meeting of the Chicago English Club occurred Saturday, October 12, 1912, at the Chicago Public Library. Miss Elvira D. Cabell, president, called attention to the club as one peculiarly fitted to be a strong factor in the progress of English at this, its crucial period, because through its membership of college, normal, and high-school teachers, principals, elementary teachers, and those merely interested in English, it can contribute an unusual breadth of experience to the discussion of problems, and because, in this club, speakers and audience alike come to get and also to give.

An especially interesting program endeavored to outline, by suggestions, the year's work of the club. Dr. William B. Owen, speaking

on "The Measurement of Results in English," pointed out the organic nature of the study of language, the great instrument in the building up and refining of the child's character and in affording him independence. He explained that measurement of results merely points out places where we need to change our method of obtaining results and enables teachers to compare the work received and their grading of it. The difficulty in measurement, he said, comes because the new grading is endeavoring to represent judgments of aesthetic values instead of values of fact.

Miss Marion Lyons presented "The Argument for Business English." She asserted that Business English is in reality only simple English. It has come into the schools because of the tardy admission of the truth that there are children who need a different education from that provided by the academic course of study. In Business English the teacher has, at present, the advantage of no course of study to hamper him and freedom to consider the needs of the children. Their work is judged by business standards; so that careless work, poor spelling, etc., are felt by the pupil himself to be unworthy of his chosen calling. The main unit of composition is the business letter, desirable because of its brevity, the variety offered, the definite directions for its construction, the necessity for accurate judgment, imagination, and sympathy, the recognition of the value and use of tact and courtesy, the cultivation of a wide vocabulary and variety of phrasing.

Dr. Edwin Lewis treated his subject, "The Human Touch," in his usual whimsical and charming way, by making five points to correspond with the five fingers. They were: first, it is human to read the *English Journal* because it is that rare thing, a professional journal that is really human; second, it is human for an English teacher to realize his own imperfections; third, language is human, and no one perfectly certain about usage ought to be teaching English; fourth, it is human to make the drudgery of punctuation, spelling, etc., a pleasure by the introduction of humor; fifth, and greatest of all, a teacher must have a human understanding of his opportunity, that of the organization of personalities, the fight against the beginnings of the social evil, the keeping of young hearts clean, tender, and warm, the fostering of the love of home, the home instinct.

Miss Helen Zurawski, speaking on "The Future of Oral Expression," emphasized the difficulty of teaching reading, and advised a greater definiteness in aim and teaching.

Miss Nena Anderson, in presenting "Dramatics in the First Grade,"

pointed out the fact that "spontaneous" dramatics cannot be taught until the little ones can think, can realize that they are playing a part.

Concluding the program, Mr. Hosc spoke of the general tendency toward organization of English teachers, of the prospective international commission of elementary, high-school, and college teachers of English and public speaking, and called attention to the coming convention of the National Council of English Teachers. He advocated the setting up of a few definite aims for such organizations, one of which was the improvement of conditions in schools and colleges, and another, the securing of more complete and accurate knowledge of the development of language and taste in children and youth.

The society voted to apply for membership in the National Council and to assist in perfecting arrangements for the Council meeting.

ALDA M. STEPHENS

FINAL REPORT OF A SUB-COMMITTEE OF THE NEW YORK HIGH SCHOOL TEACHERS ASSOCIATION ON A COLLEGE-PREPARATORY COURSE IN ENGLISH FOR BOYS AND GIRLS

The problem.—To plan a course of study which will fit the diverse needs of those intending to go to college for the regular academic course, those who will spend one or two years at college and then enter law or medical schools, and those who will enter scientific or technical schools direct from high school.

The aim.—To plan a well-rounded curriculum, which in addition to intellectual training will give culture. This is the more necessary, as many students will go directly to technical schools, where professional training is the sole object of study. Courses in drawing, music, and art-appreciation are required, in addition to extended work in history and English.

A further aim is to provide a course of study elastic enough to give the brightest pupil all he can do, and yet to permit the dull one to go ahead, getting what he can. To this end, numerous electives are given. The lock-step of a rigid curriculum is deadening, both to the super-normal and the sub-normal type of pupil.

ENGLISH COURSE FOR PUPILS INTENDING TO ENTER COLLEGE OR PROFESSIONAL SCHOOL

Time allotment, five hours weekly, one of which is unprepared. This time is necessary because of the large foreign population in our city schools.

First year.—The English classics to be mainly simple narratives in prose and verse. These not to be studied intensively. Much time given to reading aloud. Spelling to be studied systematically, though a whole period may not be necessary for it. Elocution for two terms; scientific training given in voice production. This applied in the reading of classics and in oral composition. Oral composition made as important as written throughout the course. In last half of year, spelling replaced by supplementary reading. Extended lists of books which young people actually like are provided, books to be obtained from the public library. Every pupil made a library user and taught the arrangement of books and the use of the card catalogue.

Second year.—Work in classics continued, but with an unprepared period, in which new matter may be read aloud by the teacher or the pupils. Grammar studied systematically. After a year's work in foreign language, English grammar can be taken up with much more profit. This is followed by rhetoric in the second half. The principles of grammar and rhetoric studied are applied in the composition work. Giving a definite place to these subjects, where they are studied continuously and grasped as a whole, seems preferable to scattering them through four years.

Third year.—Study of classics continued, with review in last half of books previously read. Supplementary reading, largely in periodicals. In first half, pupils taught to read the newspaper as current history, to compare various papers, to appreciate how political and business interests modify the news pages. Debating taken up, with subjects drawn chiefly from current events. In last half, magazines studied; pupils taught the distinctive characteristics of leading magazines, to know something of technical and trade journals; to read and report upon current articles in magazines.

Fourth year.—In first half, a brief history of English literature is studied. This should not be a bare outline but a connected account, confined, however, to authors who are read today, and emphasizing the nineteenth century. Supplementary reading here and in the next term to be done in connection with this study. In second half, classics required for study for college entrance are taken. A feature of the work of this year is the free period, to be used according to the needs of the class; for example, to train in public speaking, to work on thesis for graduation, or give individual instruction where it is needed.

Subjects	First Year		Second Year		Third Year		Fourth Year		Unprepared				
	Prepared	Unprepared	Prepared	Unprepared	Prepared	Unprepared	Prepared	Unprepared					
English.....	2	2	Classics..... Spelling and Comp. Elocution.....	1	1	Classics..... Sup. Read..... Composition.....	2	1	Hist. Lit. and Classics..... Sup. Read..... Composition..... Free period.....	2	1	1	1
Language— German, French, Latin or Greek..... History.....	5	2	A foreign language Elective 2..... Ancient.....	4 (4)	1	A foreign language Elective 2..... Med. and Mod.....	4 (4)	1	Elective 1..... Elective 2..... Mod. Europe and Amer..... Local State and Nat. Gov'ts..... Economics..... Elective 4..... Elective 5.....	(1) (4) (4) (4) (3)	(1) (4) (4) (4) (3)	(1) (4) (4) (4) (3)	(1) (4) (4) (4) (3)
Civics.....				3									
Economics..... Mathematics.....		1	Business Arith..... Algebra..... Biology.....	5		Elective 3..... Physics.....	(4)						
Science..... Manual Tr. or Domes- tic Science*..... Art.....	2	2	Music..... Drawing †..... Art Appreciation.....	(2) 1	(2)	Music..... Elective..... Art Appreciation.....	(2) (2)	1	Music..... Elective.....	(2) 1	(2) 1	(2) 1	(2) 1
Physical Training.....	2	2		2	2			2					2

Elective 1—A fourth year of a language.

2—A second language to be pursued three years.

3—Trig. and Algebra beyond Quadratics.

* In schools where these subjects are not taught at all, drawing would take their place in first year.

† Pupils not taking a second language in this year will elect either Manual Training, Domestic Science, or Drawing.

Elective 4—Solid Geometry and Advanced Alg.

5—Chemistry, or Physiography, or Biology.

OUTLINE BY TERMS

Brackets indicate unprepared periods.

<i>First Term</i>	<i>Second Term</i>	<i>Third Term</i>
Classics 2	Classics 2	Classics 1 [1]
Spelling 1	Supplementary	Grammar 2
Oral and Written	Reading 1	Oral and Written Com-
Composition 1	Oral and Written	position 1
Elocution [1]	Composition 1	
	Elocution [1]	
<i>Fourth Term</i>	<i>Fifth Term</i>	<i>Sixth Term</i>
Classics 1 [1]	Classics 2 [1]	Review Classics 2 [1]
Rhetoric 2	Current Events 1	Magazines 1
Oral and Written	Debating 1	Oral and Written
Composition 1		Composition 1
<i>Seventh Term</i>	<i>Eighth Term</i>	
History English	Classics 2	
Literature 2	Oral and Written	
Supplementary Read-	Composition 1	
ing 1	Supplementary Read-	
Oral and Written	ing 1	
Composition 1	Free Period [1]	
Free Period [1]		

BENJAMIN A. HEYDRICK, *Chairman*

JOHN D. MINNICK

WILLIAM W. LAMB

A large number of meetings of teachers will be held during November and December. Many of these provide for strong English programs. At the English Round Table in Topeka, Percival Chubb, of the Ethical Society of St. Louis, will be the principal speaker. Special attention will be given to the elementary schools. The Iowa English teachers, at the state association meeting in Des Moines, will listen to John M. Clapp of Lake Forest College. At the Milwaukee gathering of the Wisconsin teachers, James F. Hosic of Chicago Teachers College will give two addresses. Professor E. L. Thorndike of Columbia University has been engaged for a conference by the Illinois Association of English Teachers, which will meet as usual at Urbana. Among the speakers before the College and High School section at Albuquerque will be John B. MacArthur of the State Agricultural College. At the New Haven-Hartford

meeting, Charles H. Ward of the Taft School, Watertown, will conduct the round table. North Dakota English teachers are planning to organize under the leadership of Vernon P. Squires of the university.

The Journal of English Studies for September-January contains the following articles: "Tennyson and Quintus Calaber," by A. S. Way; "Bacon as Writer," by J. M. Robertson; "The Appreciation of Poetry," by P. B. Ballard; "The Poetry of James Stephens," by Katharine Tynan; "The Teaching of Poetry in Secondary Schools," by H. A. Treble; "English Literature in Schools," by the editor and E. Harwood Smith; and short articles and notes under the heads of "Teachers in Council," "Reports of Societies," and "Reviews." The article by Mr. Ballard is a very interesting study of children's tastes, and represents a kind of study of which there must be much before we shall have a rational basis for our English courses. The editor, Mr. C. L. Thomson, writes that the plans for his magazine were made before news of the *English Journal* reached him. This is one more indication of the fact that the time for better organization of English teaching had, indeed, arrived. It will be noted that the *Journal of English Studies* is devoted in part to critical studies.

To the Editor of the English Journal:

The use of a quotation from Arlo Bates in my article "Going Forth to the Philistines" was misleading. It read: "In learning to write, it is well to select uninteresting subjects." The context made it appear that I considered this equivalent to saying: "In *teaching*, it is well to *assign* uninteresting subjects." Certainly Professor Bates was not encouraging boredom and drudgery in compulsory rhetoric. He was directing self-cultivation in a group of writing learners. I regret the misrepresentation.

T. H. GUILD

The October leaflet of the Illinois Association is devoted mainly to the address on "Amelioration of Conditions Surrounding the Teaching of Composition" which was delivered by Professor John M. Clapp, of Lake Forest College, before the Joint Conference on English at the National Education Association in July. The New England leaflet presents a very interesting "Contrast of Methods" by Christopher Robert Stapleton of the Wadleigh High School, New York.

The following amendments to the constitution of the National Council of Teachers of English will be offered at the approaching annual meeting: (1) That on and after January 1, 1913, the name of the organization shall be the National English Council. (2) That the treasurer of the Council shall be a member of the Executive Committee. (3) That the fiscal year shall begin December 1.

Teachers of German have a very valuable periodical called *Aus Nah und Fern*, which issues from the press of the Francis W. Parker School in Chicago under the editorship of Arthur G. Merrill. Its chief purpose is to provide interesting supplementary reading for students of German.

The Houghton, Mifflin Co. is continuing the series of pamphlets for English teachers called "English Problems," under the editorial supervision of Charles S. Thomas. The latest number is by Professor W. A. Neilson, of Harvard University. It deals with college-entrance requirements.

Professor Fairchild, of the University of Missouri, kindly calls attention to the fact that the *Life of Shakespeare* in the "English Men of Letters" series was written by Raleigh, of Oxford, and not by Neilson, of Harvard.